

Board of Education Agenda Item

Item: J

Date: September 22, 2004

Topic: First Review of a Request for Approval of an Alternative Accreditation Plan from the Fairfax County Public Schools

Presenter: Mr. Charles W. Finley, Assistant Superintendent for Educational Accountability
Dr. Jack Dale, Division Superintendent, Fairfax County Public Schools
Mrs. Teresa M. Zutter, Director of Alternative School Programs, Fairfax County Public Schools

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Origin:

 Topic presented for information only (no board action required)

 X Board review required by

 State or federal law or regulation

 X Board of Education regulation

 Other: _____

 Action requested at this meeting X Action requested at future meeting: October 28, 2004
(date)

Previous Review/Action:

 X No previous board review/action

 Previous review/action

date _____

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000. Section 8 VAC 20-131.280.D. of the standards states: "Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the schools and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50."

In November 2001 the Department of Education issued informal guidance to school divisions to assist them with the development of alternative accreditation plans that involve consideration of the following questions:

1. What is different about the student population and/or the school that the requirements of the accreditation standards cannot be met? Which of the accrediting standards are not appropriate to the school and why?
2. What are the criteria/standards for students to be admitted to the school?
3. What is the mission of the school? What are the goals for students in the school? (NOTE: The goals must address 100 percent of the students in the school.)
4. What objective data is the school board willing to be evaluated by in order to show that the mission is being met?

The proposal for the alternative plan also must show that all federal requirements are being met (e.g., NCLB, Perkins, Nutrition, Special Education, etc.).

Staff of the Department of Education has since developed a template for school divisions to use and criteria for evaluation of proposals before the proposals are submitted for formal review by the Board. Copies of the template and criteria are attached for the Board's information. This request has been reviewed and found to be in substantial agreement with the internal criteria adopted by the Department.

Summary of Major Elements:

The school board of Fairfax County is proposing an alternative accreditation plan for three alternative high schools: Bryant Alternative High School, Mountain View School, and Pimmit Hills School. All of the schools offer programs designed to help students whose life circumstances could result or have resulted in an interruption of their education or in their dropping out of school. Currently, the day and evening programs serve, on average at each campus, over 400 students of diverse socioeconomic backgrounds, ethnic groups, and age levels. For the majority of students who attend, these schools are often the last real hope to obtain a high school diploma and continue to higher education or self-sufficient work opportunities. The mission of these schools is to invite, educate, and graduate students who cannot be successfully educated in other schools for a variety of reasons.

The alternative high schools follow the same program of studies and standards-based curriculum used in all FCPS traditional high schools. Student achievement expectations outlined in the standards/program of studies remain exactly the same for all students whether they are in a traditional school or non-traditional schools. What makes alternative schools unique is the design of the master schedule which can allow for additional learning time, a lower student/teacher ratio, and flexibility in scheduling. The schools operate on a "modified" 4X4 schedule with rolling enrollment which allows students to enter the program approximately every 2 weeks. This means that the idea of a semester becomes somewhat less easy to define for some of these students. Also, because of the circumstances (work, medical, family matters, etc.) of many of these students, they are not always able to complete the coursework in what would normally be defined as one semester. Many students will overlap semesters and thus the need for this provision.

Although these schools have been able to attain some tremendous passing rates in the past, given their highly impacted populations, the intent of this proposal was to address the accreditation of these schools over the long-term. The same flexibility that allows these schools to be successful with their students also complicates the ability to show this success unless these schools are given some release from the strictures that the non-alternative schools are able to abide by.

For purposes of determining the adjusted pass rate of 70% in each of the four core academic areas, we are requesting to include the SOL test scores of only those students who have attended the alternative high school for a minimum of ninety days. This waiver will relieve the untenable burden of including students who have transferred from outside the division or from other schools within the division and have been in attendance at the alternative high school for fewer than 90 days prior to testing. All students will continue to be tested in required areas as scheduled in order to earn a high school diploma. Thus, the division is requesting a waiver to the requirements of 8 VAC 20-131-280.C.2 and 8 VAC 20-131-280.E of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to allow them to exclude the scores of students who have not been enrolled in the schools for two consecutive semesters from the calculation of accreditation ratings. In addition, the school division is seeking a waiver of the requirement in 8 VAC 20-131-100 of the standards that requires the minimum course offerings for each secondary school to include three courses in foreign languages. Students who wish to pursue the advanced studies diploma requiring a minimum of three units of credit in foreign language will have opportunities to earn the required credit through alternative means. The waiver request is outlined in the attached detailed program description.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the request on first review.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: The Board will conduct a final review of the proposal at its meeting on October 28, 2004.

SA.0201 8/04

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

Date Approved
by the Local School Board

Signature
Chairman of the School Board

Submission Date

Signature
Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name	Bryant Alternative High School Mountain View School Pimmit Hills School	Division	Fairfax County Public Schools																														
School Address	Bryant Alternative High School, 2709 Popkins Lane, Alexandria, VA 22306 Mountain View School, 5775 Spindle Court, Centreville, VA 20121 Pimmit Hills School, 7519 Lisle Avenue, Falls Church, VA 22043																																
Contact Person	Teresa M. Zutter, Director Alternative School Programs	Phone	(703) 352-5251																														
Fax	(703) 352-7460	E-mail Address	Teresa.Zutter@fcps.edu																														
Proposed Duration of the Plan	2004-2007																																
Grade Levels Served	9-12th																																
No. Students Enrolled by Grade Level	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">GRADE LEVELS (Fall Membership 2003)</th> <th style="width: 15%;">Bryant</th> <th style="width: 15%;">Mt. View</th> <th style="width: 15%;">Pimmit Hills</th> <th style="width: 15%;">Total for 3 schools</th> </tr> </thead> <tbody> <tr> <td>Ninth</td> <td>135</td> <td>114</td> <td>182</td> <td>431</td> </tr> <tr> <td>Tenth</td> <td>84</td> <td>37</td> <td>122</td> <td>243</td> </tr> <tr> <td>Eleventh</td> <td>130</td> <td>78</td> <td>109</td> <td>317</td> </tr> <tr> <td>Twelve</td> <td>169</td> <td>131</td> <td>103</td> <td>403</td> </tr> <tr> <td>Total</td> <td>518</td> <td>360</td> <td>516</td> <td>1,394</td> </tr> </tbody> </table>			GRADE LEVELS (Fall Membership 2003)	Bryant	Mt. View	Pimmit Hills	Total for 3 schools	Ninth	135	114	182	431	Tenth	84	37	122	243	Eleventh	130	78	109	317	Twelve	169	131	103	403	Total	518	360	516	1,394
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NOTE: The space provided will expand to accommodate the description if the form is prepared in Word.

I. Describe the mission and purpose of the school.

The three Fairfax County Public Schools (FCPS) alternative high schools offer a quality educational program in an open campus setting for students who desire to enroll in credit courses leading to a FCPS diploma. Additionally, they offer an adult English Speakers of Other Languages (ESOL) literacy program that is designed to help older ESOL students gain English skills and to complete high school. These schools offer safe, secure, and accepting programs designed to assist students whose life circumstances could result or have resulted in an interruption of their education or in their dropping out of school. This environment appreciates the intrinsic value and rights of all members. The schools incorporate clearly stated goals aligned with state and county requirements, while providing the needed flexibility to accommodate individual needs. The school community recognizes that learning is a life-

long process that encompasses academics, problem-solving, critical thinking, and life skills. Goals of the students are to: develop a graduation plan, create their own transition plan for college, military, entrepreneurship, professional technical studies, and apprenticeships. Additionally, students develop their own personal electronic portfolios, assess their strengths and interests through various career software

programs, and prepare for internships and the world of work. Currently, the day and evening programs serve, on average at each campus, over 400 students of diverse socioeconomic backgrounds, ethnic groups, and age levels. For the majority of students who attend, these schools are often the last real hope to obtain a high school diploma and continue to higher education or self-sufficient work opportunities. The mission of these schools is to invite, educate, and graduate students who cannot be successfully educated in other schools for a variety of reasons. These schools embrace the mission to re-connect with all students “left behind” and bring them safely to the finish line of high school completion, and beyond to adult career ambitions.

II. Describe the Characteristics of the Student Population Served by the School. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students’ placement in this school, and the policies governing parental involvement in determining the placement.

The three FCPS alternative high schools serve a diverse community of learners who require a non-traditional educational setting. Students must be a minimum of 17 years of age unless they are placed by the Office of Hearings and Legal Issues or the School Board, or those who are enrolled in Project Opportunity for pregnant and parenting students. The referring schools send a request for placement referral packet to the Director of Alternative School Programs, including parental permission and all required scholastic and related documents. The Director reviews each case, and forwards the request to the specific alternative school serving the geographic area of the student’s home. A meeting is scheduled with the alternative school administrative and counseling staff, the student, and parents. Final approval for placement occurs when all parties agree that the placement is appropriate. If a student is eligible for special education, an individualized education plan (IEP) is scheduled to determine placement and program decisions. The school population consists of students who have been identified as being “at risk” due to serious life adversities or challenges. Students who enroll in the alternative high schools may be homeless, pregnant or teen parents, facing language barriers, combating poverty, recommended for exclusion/expulsion by the School Board, and/or fighting drug addiction. They may be students older than 22 years of age who are returning to finish courses to earn a high school diploma who are no longer eligible to attend a traditional high school. Students may need a flexible or extended program to accommodate their work or family responsibilities. An increasing number of students are refugees from war-torn countries who are still recovering physically, emotionally, and psychologically from unspeakable trauma. Many have experienced difficulties in traditional school settings as evidenced by poor academic achievement and a history of behavioral and disciplinary events. On average, 85% of the students work more than 20 hours per week in addition to going to school due to economic need. Approximately one third of the populations at the three schools are English Speakers of Other Languages (ESOL), and over 34 languages are routinely spoken by the student body at each of the three schools. A significantly high mobility rate also adversely impacts the continuity of the students’ instructional program. These schools have open/rolling enrollment which allows new students to enter the program every two weeks. Within any given school year there is a consistent base enrollment. However, only 50% of the students that enroll in the fall continue to be enrolled in the spring. The student turnover rate continues to impact the teaching and guidance staff. Students may withdraw for a variety of reasons which include economic, personal trauma, and graduation. Often, students who are referred to the

alternative high schools have exhausted all other options for assistance. The majority of these students have no other educational options. Students under 18 years old are enrolled at alternative schools through policies requiring parents' written request and consultation between the students' base schools and alternative sites. Success is accomplished because students are supported by flexible scheduling, smaller student/teacher ratios, mastery teaching, and programming from 7:45 a.m. to 10:00 p.m.

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

It is important to note that the alternative high schools follow the same program of studies and standards-based curriculum used in all FCPS traditional high schools. Student achievement expectations outlined in the standards/program of studies remain exactly the same for all students whether they are in a traditional school or non-traditional schools. What makes alternative schools unique is the design of the master schedule which can allow for additional learning time, a lower student/teacher ratio, and flexibility in scheduling. Classes are on a four-by-four block scheduling semester model. Each class is conducted for ninety minutes Monday through Friday, for a total of seven hours and thirty minutes per week. The availability of courses and the ability of students to enroll throughout the year, allow adult students to engage in full or part-time studies. The semester configuration also allows students to complete a course within approximately eighteen weeks. The staff provides interactive instruction, individualized lessons, alternative assessment, cooperative learning strategies, and one-on-one teaching. The three schools are able to offer an enhanced guidance and counseling program to assist students with academic, social and emotional needs. Additional support services are provided by a Career Development Coordinator who also engages each student in a transition plan before they graduate and a Technical Coordinator who supports staff and students with instructional and program needs. Clinical staff members include a social worker and psychologist who work with students and staff to ensure a safe and supportive school community. Special education teachers provide individualized instructional support to students who are eligible for special services. In addition, they offer training on a wide range of topics, support reading teachers, and offer roundtable discussions to teachers who work with students with emotional disabilities. A Career Center at each school, funded by the Career Connection initiative, is a critical component to assist students in finding necessary employment and higher education opportunities. Transitional counseling is coordinated to assist students as they move to the world of work. Program availability and flexible scheduling allows students to succeed at job locations that often require shift work and late night hours.

All instructional staff members are licensed practitioners with teaching experience in public schools ranging from one year to 42 years, and more than half have had several years of teaching experience in a mainstream comprehensive high school. Teachers have earned a variety of professional credentials, including Bachelor of Arts degrees, Masters degrees, and doctoral degrees. Many staff members teach at local universities and at the Fairfax County Public School Professional Development Academy and training seminars. In addition to required professional development activities, all staff members attend local, state, and national conferences. Administrators and staff members have presented at local (LEAD Fairfax), state (VASSP, VAESF, VAEA, VFAEL) and national conferences (ASCD, NASSP). Personnel have also been recognized for prestigious awards, such as the Washington Post Agnes Meyers Distinguished Educational Leadership Award (Principal of the Year 2004) and the Robert R. Spillane Leadership Award.

IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.

Each school follows a comprehensive School Improvement Plan which clearly outlines long term goals, measurable objectives, and proven methodologies for instruction in all content area offerings. Special emphasis is placed on the four core areas with targeted attention to reading, literacy and math. Action plans include

establishing a series of SOL based assessments to display competency in the understanding of printed material, writing assessments to show understanding of the elements of literature, and creating assessments to determine if students can locate and use information from a variety of resource materials. Teachers have adopted the writing process as established by the Northern Virginia Writing Project. Students maintain portfolios which are used as

part of the exit exam. Teachers use challenging instructional materials such as Measuring Up for English 9 and Buckle Down for English 10. They continue to use Reading Coach and Writing Coach for SOL preparation at the eleventh and twelfth grade levels. Students in grades 9-12 may enroll in Developmental Reading, which offers students an opportunity to improve their reading, thinking, and study skills. A wide range of materials, both fiction and nonfiction, is used to extend vocabulary and comprehension. Instruction in applying reading strategies to content materials and textbooks is provided. Students in ninth grade are enrolled in Developing Literacies, which provides direct remediation of content area reading skills necessary to understand the contents of math, science, social studies, and English. The course focuses on the reading skills necessary for successful completion of the SOL tests given in the four core areas. Tenth and eleventh grade students may enroll in Expanding Literacies, which focuses on reading skills and English content necessary to pass the EOC English 11: Reading/Literature and Research and/or the EOC English: Writing SOL tests. Verified credit on both tests is required in order to earn a Standard Diploma. Engaging software blends content area reading strategies with subject specific remediation. Software used for Developing Literacies by the three alternative high schools include: RiverDeep Logal High School Science Gateways for Biology: RiverDeep Destinations Math for Algebra 1, ePat for Algebra, Geometry and English, Makes Sense Strategies: The Works V3.0, Get A Clue Vocabulary Program for English, Developing Literacies Web site, and Inspirations Software for all contents. Additionally, the Expanding Literacies software includes: NCS Mentor for Virginia, the Grammar website from VDOE Project Graduation, ePat - Electronic Practice Assessment and Tutoring, Princeton Online Tutorial for English Reading, Get a Clue Vocabulary Program, and Makes Sense Strategies: The Works V3.0 (Ed Ellis Think-Sheets). Cognitive Tutor is a software program also used for Algebra 1 and Geometry. It uses 60% class time and 40% computer time. Assessments include the Degree of Reading Power (DRP), the Flanagan tests which serve as pre-SOL indicators of test readiness, the ABACUS Test Bank, the PSAT, SAT, Meridian math assessment software, PLATO, and all end-of-course assessments used by all of the FCPS high schools. Students remain enrolled in a course until they demonstrate mastery of all content requirements of the SOQ and FCPS Programs of Study. Often, students remain in a course past the 140 hour seat time in order to assure full understanding of the curriculum prior to taking the end of course exam and the correlating SOL test. The teachers take a personal and dedicated approach to every student by offering extra time and in-depth course study. Many additional hours of tutorial instruction is provided beyond contract hours as a personal commitment to helping these students succeed.

<i>V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F. of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)</i>	X	Yes		No
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VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the No Child Left Behind Act of 2001 and the Regulations Establishing Standards for Accrediting Public Schools in Virginia are not available.)

Request for waiver #1:

8 VAC 20-131-280. Expectations for school accountability.

Part C. 5. All students who transfer within a school division shall have their scores counted in the calculation of the school's accountability (accreditation) rating... If the transfer takes place after the 20th instructional day following the opening of school, the scores on these tests may be used in calculating school accountability (accreditation) ratings.

Part C.6. Students who transfer into a Virginia middle or high school from another state or country and enroll in a course for which there is an end-of-course SOL test shall be expected to take the test or other

additional test for that course approved by the Board as outlined in 8 VAC 20-131-110.B of these regulations. If the transfer takes place after 20 instructional hours per course have elapsed following the opening of school or beginning of the semester, if applicable, the scores on those tests may be used in calculating school accountability (accreditation) ratings in the year the transfer occurs.

Part C.7. Students who enroll on the first day of school and subsequently transfer to a school outside of the division for a total amount of instructional time equal to or exceeding 50 percent of a current school year or semester, whether the transfer was a singular or multiple occurrence, and return during the same school year, shall be expected to take any applicable SOL test. The scores of those tests may be used in calculating the school's accountability (accreditation) rating in the year in which the transfer(s) occur(s).

As special purpose schools, an accreditation waiver for FCPS alternative high schools is requested (8 VAC20-131-330) for this standard regarding inclusion of SOL scores of specified transfer students in the accreditation of the school. For purposes of determining the adjusted pass rate of 70% in each of the four core academic areas, we are requesting to include the SOL test scores of only those students who have attended the alternative high school for a minimum of 90 days within one semester or cumulatively over two consecutive semesters, depending on the date of enrollment. The schools operate on a "modified 4X4 schedule with rolling enrollment which allows students to enter the program approximately every 2 weeks. This means the idea of a semester becomes somewhat less easy to define for some of these students. Also, because of the circumstances (work, medical, family matters, etc.) of many of these students, they are not always able to complete the coursework in what would normally be defined as one semester. Many students will overlap semesters and thus explains the need for this waiver. This waiver will relieve the untenable burden of including students who have transferred from outside the division or from other schools within the division and have been in attendance at the alternative high school for fewer than 90 days prior to testing. For example, a student may enroll at the alternative school at mid-December of the first semester and continue the coursework throughout the entire second semester until all content area benchmarks are mastered. The majority of these students come to the alternative high school in considerable academic, social and emotional distress. Depending on the life story of each student, it typically takes several weeks to stabilize the student as they deal with the change in school placement, possible crisis pregnancy and parenting, other life emergencies, or integration into

a new culture when arriving from another country as a refugee. Once students adjust to their particular circumstances, they are better able to focus on the academic requirements they must master. It is difficult to predict specific profiles of students by age or category that may not remain enrolled a full ninety days. Each student is monitored for individualized needs, such as maternity absence, court involvement, or work demands. Unlike traditional schools that start with and continue throughout the year with the majority of their assigned students, the alternative schools receive students throughout the year, and those students who are accepted are often in the worst possible condition when they first begin their studies at the alternative school. It is important to state that all students continue to be tested in required areas as scheduled in order to earn a high school diploma.

The three alternative high schools have tremendous fluctuation in enrollment due to the nature of the at-risk students they are specifically designed to serve. As stated earlier, the open enrollment design is built to accommodate a constant flow of new students who transfer from other schools throughout the year due to academic failure, behavior issues, or other serious concerns. Another factor concerns a considerable number of the young adult students who have to work by necessity to support families, and often must rotate semesters between working and attending school. Because they pay for their tuition after the age of 22, these students often work for periods of time, then return to the alternative schools to take a few more courses before having to quit and work again. This explains why many of the students do not complete their high school education in the more typical four year timeframe of a traditional school, and often have gaps in their enrollment history. Traditional schools are unable to accommodate such fluctuation in programming, and the alternative high schools are the students' best hope for academic continuation and success.

Although the three alternative high schools have attained some impressive passing rates in some areas, given the highly impacted populations, the intent of this waiver is to address the accreditation of these schools over the long-term. The same flexibility that allows these schools to be successful with their students also complicates the ability to show this success unless the schools are given some release from the strictures that traditional schools are much more able to abide by. This waiver will level the playing field for these schools by allowing them to continue with their flexible enrollment policies and still hold the individual students to the same high level of achievement and accountability.

Request for waiver #2:

8 VAC 20-131-100 Part B. Minimum course offerings for each secondary school shall provide opportunities for students to meet the graduation requirements stated in 8VAC 20-131-50 and must include: “foreign language- 3 credits” (from chart).

We are requesting a waiver for offering a foreign language sequence of course requirements (8 VAC 20-131-100). Due to the small size of the alternative high schools in addition to a career focus, these schools are not able to staff and offer a sequence of foreign language courses. Students typically pursue the standard diploma; however, it may be possible for a student to achieve an advanced studies diploma under certain circumstances. If students desire an advanced studies diploma, they are often able to obtain necessary foreign language requirements prior to, or concurrently during, enrollment in the alternative high school, as detailed in the next section, without these courses being offered directly at the alternative high school site.

Documentation of graduation data is shown in the chart below:

Bryant Alternative High School						
	Graduates			Diploma Types-Bryant & Landmark		Total Graduates
Year	Feb	June	August/Summer	Advanced	Standard	
1998	30	76	21	2	139	127
1999	28	43	25	1	100	96
2000	39	60	27	2	141	126
2001	31	71	35	3	151	137
2002	37	60	31	4	134	128
2003	39	63	38	4	150	140
2004	54	51	26	2	143	131
Landmark Career Academy (satellite program of Bryant Alternative High School)						
	Graduates			Diploma Types		Total Graduates
Year	Feb	June	August/Summer	Advanced	Standard	
1998	3	11	0	Numbers included in Bryant numbers above		14
1999	3	2	0			5
2000	8	3	6			17
2001	5	10	5			20
2002	3	7	0			10
2003	6	7	1			14
2004	8	5	1			14

Mountain View School						
	Graduates			Diploma Types		Total Graduates
Year	Feb	June	August/Summer	Advanced	Standard	
1998	38	67	8	4	109	113
1999	50	50	11	6	105	111
2000	40	76	10	17	109	126
2001	44	66	17	9	118	127
2002	46	63	16	6	119	125
2003	56	66	14	2	132	134
2004	49	75	14	5	133	138
Pimmit Hills School						
	Graduates			Diploma Types		Total Graduates
Year	Feb	June	August/Summer	Advanced	Standard	
1998	24	40	19	0	83	83
1999	22	56	6	0	84	84
2000	12	58	12	0	82	82
2001	56	80	20	0	156	156
2002	20	53	11	1	83	84
2003	32	70	11	1	112	113
2004	33	42	8	0	83	83

VII. List the standards or student academic achievement criteria on which you propose to base the school's accreditation and provide a detailed rationale for selecting each. The standards/criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

Request for waiver #1:

The alternative high schools are committed to providing students the academic focus necessary to complete the standards and objectives for each high school course. To allow this to happen, alternative high schools must keep their accreditation. For purposes of determining the adjusted pass rate of 70%, we are requesting to include the SOL test scores of only those students who have attended the alternative high school for a minimum of two consecutive semesters. Student requirements of course completion, end of course exams, and SOLs for graduation would remain unaffected, however, the schools are given appropriate consideration that the staff is serving a concentrated student population that has not been successful in any other traditional schools prior to enrollment in the alternative high school. Since the alternative high schools endorse a rolling enrollment model which allows students to enter the program approximately every two weeks, this waiver will allow the schools to continue to serve students in serious need, while also promoting a fair assessment of the schools' academic progress, given the unique and extremely diverse population they serve. Relief in these requirements acknowledges that more time and considerable effort is necessary when working with at-risk students who exhibit significant remedial and special assistance in core subject requirements. This proposal would allow alternative high schools to continue to meet the needs of this at-risk population without yearly state interventions.

Request for waiver #2:

As mentioned above, students who desire foreign language credits have several options. Several examples follow. An ESOL student may transfer from the base school to the alternative school with 2

years of a foreign language (ex: Korean 1 and Korean 2, or Spanish 1 and Spanish 2), then he/she can use two other earned credits of ESOL B to meet the other two years of two foreign languages, thus a total of 4 credits of foreign language for

the Advanced Studies diploma. Another case would be a student who has earned 2 years of a foreign language already at the base school and later takes the foreign language proficiency test in another language and passes. He/she can earn two credits in that language, thus meeting the requirement for the advanced studies diploma. A different scenario would be the student who has already earned either 3 credits in one foreign language or 2 credits each in two foreign languages for a total of four credits. This student can be awarded an advanced studies diploma at the alternative schools if all other math, science, and verified credit requirements are met. Some students choose to take foreign language coursework at Northern Virginia Community College and transfer the credits to the alternative high school. It is important to note that the alternative high schools follow the same program of studies used in the other FCPS high schools. The student achievement expectations outlined in the standards/program of studies remain exactly the same for all students whether they are in traditional or non-traditional schools. What makes alternative schools unique is the design of the master schedule which can allow for additional learning time, a lower student/teacher ratio, and flexibility in scheduling. The sequential elective requirement will be met through a variety of course offerings such as art, professional technical studies, business education, physical education, and work and family studies. Students will meet all other instructional requirements.

VIII. Describe who was involved in the development of the proposed plan.

Dr. Brad Draeger, Interim Superintendent, FCPS

Dr. Alice M. Farling, Assistant Superintendent, Special Services

Dr. Michael Glascoe, Assistant Superintendent, Educational Accountability

Mrs. Jan McKee, Principal, Bryant Alternative High Schools

Mr. James Oliver, Principal, Mountain View High School

Mrs. Beverly Wilson, Principal, Pimmit Hills School

Mrs. Teresa M. Zutter, Director, Alternative Schools Programs, Special Services

Dr. Raymond Diroll, Coordinator, Office of Student Testing

Mrs. Deanna Weaver, Director, Guidance, Mountain View School

IX. Describe the method(s) to be used in evaluating the success of the plan.

Student graduation and grade promotion progress will continue to be closely monitored and supported to ensure that all students enrolling in the alternative high school remain on track to graduate. Each student shall take all applicable end-of course SOL tests following course instruction and meet all units of credit and verified credit requirements for graduation. All typical objective data such as graduation rates, graduation requirements, student-earned verified credits, drop-out rates, average daily membership, suspension/expulsion numbers, senior surveys, course curricula/Programs of Studies, and age ranges of students (includes adult learners) can all be monitored and evaluated to ensure success. (8 VAC20-131-110.B) For the purpose of establishing accreditation for the high schools, only the scores of those students who have been enrolled at the alternative high school for a minimum of 90 days over the course one or two semesters will be used in calculating state accreditation.